



**ARIZONA
DEPARTMENT OF
EDUCATION**

Tom Horne, Superintendent
of Public Instruction

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met

2003-04 Met

2002-03 Met

ARIZONA DISTRICT REPORT CARD 2005-06

Buckeye Union High School District

902 E. Eason Ave, Buckeye, AZ 85326-

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator ²

Title: Superintendent

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Name: Dr. Beverly Hurley

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District At A Glance

Enrollment ³

	State	District
2004-2005 Student Enrollment	1,037,655	1,405

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	42	6	0	0
4 to 6 years	13	7	0	0
7 to 9 years	8	7	0	0
10 or more years	20	9	1	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

44%

Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	9%	N/A	9%	N/A

N/A =Data not available

Buckeye Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 4

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	79306	--	99	--	445	--	10	--	18	--	51	--	20
All Students (03-04)	--	75509	--	100	--	521	--	13	--	23	--	33	--	31
Female (04-05)	--	38691	--	99	--	446	--	10	--	18	--	52	--	20
Female (03-04)	--	37013	--	100	--	522	--	12	--	24	--	33	--	31
Male (04-05)	--	40583	--	99	--	445	--	11	--	18	--	50	--	21
Male (03-04)	--	38430	--	99	--	521	--	14	--	22	--	33	--	31
African American (04-05)	--	4041	--	99	--	426	--	17	--	23	--	50	--	10
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
Hispanic (04-05)	--	32869	--	99	--	429	--	15	--	25	--	51	--	10
Hispanic (03-04)	--	30486	--	99	--	505	--	18	--	29	--	32	--	21
Asian/Pacific Islander (04-05)	--	1935	--	99	--	474	--	3	--	9	--	48	--	40
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
American Indian/Alaskan Native (04-05)	--	4264	--	100	--	419	--	19	--	30	--	45	--	6
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
White (04-05)	--	36197	--	99	--	463	--	5	--	11	--	53	--	31
White (03-04)	--	35192	--	99	--	534	--	8	--	19	--	35	--	39
Students with Disabilities (04-05)	--	10321	--	100	--	389	--	30	--	27	--	34	--	9
Students with Disabilities (03-04)	--	9708	--	100	--	489	--	32	--	27	--	24	--	17
Students without Disabilities (04-05)	--	69060	--	98	--	454	--	7	--	17	--	54	--	22
Students without Disabilities (03-04)	--	65801	--	98	--	525	--	11	--	23	--	34	--	33
Limited English Proficient Students (04-05)	--	15509	--	100	--	406	--	20	--	30	--	45	--	5
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	--	39415	--	96	--	431	--	15	--	25	--	50	--	10
Economically Disadvantaged (03-04)	--	36411	--	NA	--	503	--	19	--	29	--	32	--	20
Non-Economically Disadvantaged (04-05)	--	39966	--	100	--	459	--	6	--	12	--	52	--	30
Non-Economically Disadvantaged (03-04)	--	39040	--	NA	--	534	--	8	--	19	--	34	--	39

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable D = District AZ = State

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	79395	--	99	--	446	--	9	--	25	--	55	--	11
All Students (03-04)	NC	75492	NC	100	NC	519	NC	12	NC	16	NC	47	NC	24
Female (04-05)	--	38691	--	100	--	451	--	7	--	24	--	57	--	12
Female (03-04)	NC	37014	NC	100	NC	523	NC	10	NC	15	NC	48	NC	27
Male (04-05)	--	40618	--	99	--	440	--	11	--	27	--	53	--	9
Male (03-04)	--	38400	--	99	--	516	--	14	--	17	--	47	--	21
African American (04-05)	--	4052	--	100	--	434	--	11	--	29	--	54	--	6
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
Hispanic (04-05)	--	32915	--	99	--	426	--	15	--	35	--	47	--	4
Hispanic (03-04)	--	30438	--	99	--	508	--	17	--	21	--	47	--	15
Asian/Pacific Islander (04-05)	--	1936	--	99	--	468	--	3	--	14	--	63	--	19
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
American Indian/Alaskan Native (04-05)	--	4271	--	100	--	420	--	15	--	42	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
White (04-05)	--	36221	--	99	--	465	--	4	--	15	--	63	--	17
White (03-04)	--	35177	--	99	--	528	--	8	--	13	--	49	--	31
Students with Disabilities (04-05)	--	10331	--	100	--	388	--	25	--	37	--	34	--	4
Students with Disabilities (03-04)	NC	9707	NC	100	NC	495	NC	33	NC	21	NC	33	NC	13
Students without Disabilities (04-05)	--	69139	--	99	--	454	--	7	--	24	--	58	--	11
Students without Disabilities (03-04)	--	65785	--	98	--	522	--	10	--	16	--	49	--	26
Limited English Proficient Students (04-05)	--	15545	--	100	--	399	--	21	--	42	--	35	--	1
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	--	39484	--	96	--	429	--	14	--	35	--	47	--	4
Economically Disadvantaged (03-04)	--	36302	--	NA	--	507	--	18	--	21	--	46	--	14
Non-Economically Disadvantaged (04-05)	--	39986	--	100	--	461	--	4	--	16	--	63	--	17
Non-Economically Disadvantaged (03-04)	NC	39164	NC	NA	NC	528	NC	8	NC	13	NC	48	NC	31

Buckeye Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 4

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	78869	--	99	--	442	--	6	--	21	--	63	--	10
All Students (03-04)	NC	75053	NC	99	NC	597	NC	7	NC	12	NC	72	NC	9
Female (04-05)	--	38536	--	99	--	458	--	4	--	15	--	67	--	14
Female (03-04)	NC	36872	NC	99	NC	621	NC	5	NC	9	NC	74	NC	12
Male (04-05)	--	40302	--	99	--	428	--	8	--	26	--	60	--	7
Male (03-04)	NC	38109	NC	99	NC	573	NC	10	NC	14	NC	69	NC	6
African American (04-05)	--	4015	--	99	--	430	--	8	--	24	--	61	--	7
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
Hispanic (04-05)	--	32606	--	98	--	426	--	8	--	27	--	60	--	5
Hispanic (03-04)	--	30235	--	98	--	575	--	9	--	14	--	70	--	6
Asian/Pacific Islander (04-05)	--	1925	--	99	--	471	--	3	--	11	--	64	--	22
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
American Indian/Alaskan Native (04-05)	--	4245	--	100	--	423	--	9	--	26	--	61	--	4
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
White (04-05)	--	36078	--	99	--	459	--	4	--	16	--	66	--	14
White (03-04)	--	35028	--	99	--	613	--	6	--	10	--	73	--	11
Students with Disabilities (04-05)	--	10246	--	100	--	367	--	18	--	39	--	40	--	4
Students with Disabilities (03-04)	NC	9625	NC	100	NC	530	NC	21	NC	21	NC	55	NC	4
Students without Disabilities (04-05)	--	68697	--	98	--	454	--	4	--	18	--	67	--	11
Students without Disabilities (03-04)	--	65428	--	98	--	604	--	6	--	11	--	73	--	10
Limited English Proficient Students (04-05)	--	15339	--	100	--	399	--	11	--	31	--	54	--	3
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	--	39106	--	95	--	427	--	8	--	28	--	59	--	5
Economically Disadvantaged (03-04)	--	36077	--	NA	--	566	--	10	--	16	--	69	--	5
Non-Economically Disadvantaged (04-05)	--	39837	--	100	--	457	--	4	--	14	--	67	--	15
Non-Economically Disadvantaged (03-04)	NC	38950	NC	NA	NC	618	NC	5	NC	9	NC	73	NC	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable D = District AZ = State

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	78906	--	99	--	498	--	13	--	19	--	48	--	20
All Students (03-04)	NC	76019	NC	100	NC	499	NC	14	NC	39	NC	14	NC	33
Female (04-05)	--	38644	--	99	--	500	--	12	--	19	--	49	--	19
Female (03-04)	--	37207	--	100	--	499	--	12	--	41	--	14	--	33
Male (04-05)	--	40236	--	99	--	497	--	15	--	19	--	46	--	20
Male (03-04)	--	38677	--	100	--	498	--	15	--	38	--	13	--	34
African American (04-05)	--	4087	--	99	--	481	--	20	--	24	--	45	--	11
African American (03-04)	--	3817	--	100	--	475	--	23	--	47	--	11	--	18
Hispanic (04-05)	--	31938	--	99	--	481	--	19	--	25	--	46	--	10
Hispanic (03-04)	--	29458	--	100	--	480	--	20	--	48	--	12	--	20
Asian/Pacific Islander (04-05)	--	1805	--	98	--	536	--	5	--	8	--	45	--	42
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
American Indian/Alaskan Native (04-05)	--	4593	--	100	--	467	--	26	--	29	--	39	--	6
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
White (04-05)	--	36483	--	99	--	517	--	7	--	13	--	51	--	30
White (03-04)	--	35880	--	100	--	515	--	7	--	32	--	16	--	45
Students with Disabilities (04-05)	--	10664	--	100	--	430	--	42	--	27	--	26	--	5
Students with Disabilities (03-04)	--	9786	--	100	--	457	--	39	--	40	--	7	--	13
Students without Disabilities (04-05)	--	68310	--	98	--	509	--	9	--	18	--	51	--	22
Students without Disabilities (03-04)	NC	66233	NC	99	NC	503	NC	11	NC	39	NC	14	NC	35
Limited English Proficient Students (04-05)	--	12573	--	100	--	454	--	27	--	30	--	38	--	5
Limited English Proficient Students (03-04)	--	15206	--	100	--	459	--	31	--	53	--	7	--	9
Migrant Students (04-05)	--	125	--	NA	--	476	--	18	--	35	--	42	--	5
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Economically Disadvantaged (04-05)	--	38679	--	96	--	483	--	20	--	25	--	45	--	10
Economically Disadvantaged (03-04)	--	35714	--	NA	--	480	--	20	--	47	--	12	--	20
Non-Economically Disadvantaged (04-05)	--	40295	--	100	--	513	--	7	--	13	--	50	--	30
Non-Economically Disadvantaged (03-04)	NC	40266	NC	NA	NC	513	NC	9	NC	33	NC	15	NC	43

Buckeye Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 4

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	78908	--	99	--	484	--	10	--	23	--	58	--	9
All Students (03-04)	--	76020	--	100	--	503	--	25	--	23	--	40	--	12
Female (04-05)	--	38644	--	99	--	489	--	8	--	22	--	61	--	10
Female (03-04)	--	37213	--	100	--	504	--	22	--	23	--	42	--	13
Male (04-05)	--	40233	--	99	--	479	--	12	--	25	--	55	--	8
Male (03-04)	--	38666	--	100	--	501	--	29	--	22	--	38	--	12
African American (04-05)	--	4092	--	99	--	473	--	12	--	28	--	54	--	5
African American (03-04)	--	3819	--	100	--	494	--	37	--	26	--	31	--	6
Hispanic (04-05)	--	31940	--	99	--	465	--	16	--	32	--	49	--	3
Hispanic (03-04)	--	29442	--	99	--	494	--	37	--	26	--	31	--	6
Asian/Pacific Islander (04-05)	--	1805	--	98	--	507	--	4	--	13	--	65	--	18
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
American Indian/Alaskan Native (04-05)	--	4569	--	100	--	457	--	18	--	39	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
White (04-05)	--	36502	--	99	--	502	--	4	--	14	--	67	--	15
White (03-04)	--	35890	--	100	--	511	--	15	--	20	--	48	--	18
Students with Disabilities (04-05)	--	10665	--	100	--	423	--	30	--	36	--	31	--	2
Students with Disabilities (03-04)	--	9784	--	100	--	485	--	58	--	19	--	19	--	4
Students without Disabilities (04-05)	--	68312	--	98	--	493	--	7	--	21	--	62	--	10
Students without Disabilities (03-04)	--	66236	--	99	--	504	--	23	--	23	--	42	--	13
Limited English Proficient Students (04-05)	--	12556	--	100	--	436	--	24	--	40	--	35	--	1
Limited English Proficient Students (03-04)	--	15198	--	100	--	483	--	59	--	25	--	14	--	1
Migrant Students (04-05)	--	125	--	NA	--	457	--	22	--	40	--	38	--	0
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Economically Disadvantaged (04-05)	--	38662	--	96	--	468	--	16	--	32	--	49	--	3
Economically Disadvantaged (03-04)	--	35703	--	NA	--	494	--	37	--	26	--	31	--	6
Non-Economically Disadvantaged (04-05)	--	40315	--	100	--	498	--	5	--	15	--	66	--	14
Non-Economically Disadvantaged (03-04)	--	40274	--	NA	--	509	--	17	--	20	--	47	--	17

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable D = District AZ = State

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	78750	--	99	--	500	--	6	--	29	--	63	--	2
All Students (03-04)	--	75673	--	100	--	530	--	12	--	25	--	58	--	4
Female (04-05)	--	38586	--	99	--	515	--	4	--	22	--	71	--	3
Female (03-04)	--	37099	--	100	--	548	--	8	--	22	--	64	--	6
Male (04-05)	--	40135	--	99	--	486	--	8	--	35	--	56	--	1
Male (03-04)	--	38441	--	99	--	513	--	16	--	29	--	52	--	3
African American (04-05)	--	4081	--	99	--	488	--	8	--	32	--	59	--	2
African American (03-04)	--	3791	--	99	--	506	--	18	--	29	--	50	--	3
Hispanic (04-05)	--	31841	--	99	--	483	--	8	--	36	--	55	--	1
Hispanic (03-04)	--	29305	--	99	--	507	--	16	--	31	--	51	--	2
Asian/Pacific Islander (04-05)	--	1802	--	98	--	533	--	2	--	16	--	75	--	7
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
American Indian/Alaskan Native (04-05)	--	4586	--	100	--	481	--	8	--	37	--	54	--	1
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
White (04-05)	--	36440	--	99	--	516	--	3	--	22	--	71	--	4
White (03-04)	--	35760	--	99	--	550	--	9	--	21	--	64	--	6
Students with Disabilities (04-05)	--	10622	--	100	--	415	--	21	--	50	--	28	--	1
Students with Disabilities (03-04)	--	9706	--	100	--	462	--	36	--	32	--	31	--	1
Students without Disabilities (04-05)	--	68196	--	98	--	513	--	3	--	25	--	69	--	3
Students without Disabilities (03-04)	--	65967	--	99	--	536	--	10	--	25	--	60	--	5
Limited English Proficient Students (04-05)	--	12504	--	100	--	451	--	12	--	44	--	43	--	1
Limited English Proficient Students (03-04)	--	15115	--	100	--	471	--	26	--	38	--	35	--	1
Migrant Students (04-05)	--	126	--	NA	--	464	--	14	--	44	--	41	--	0
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Economically Disadvantaged (04-05)	--	38558	--	96	--	485	--	8	--	37	--	54	--	1
Economically Disadvantaged (03-04)	--	35541	--	NA	--	504	--	17	--	31	--	50	--	2
Non-Economically Disadvantaged (04-05)	--	40260	--	100	--	514	--	3	--	21	--	72	--	4
Non-Economically Disadvantaged (03-04)	--	40091	--	NA	--	550	--	9	--	21	--	64	--	6

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	485	69846	99	100	685	699	18	21	10	11	58	49	14	18
All Students (03-04)	429	65934	100	100	492	492	42	43	17	18	29	24	12	15
Female (04-05)	230	34328	96	99	698	702	14	19	12	12	60	51	14	18
Female (03-04)	195	32586	98	100	493	491	39	44	18	19	32	24	11	14
Male (04-05)	254	35509	100	100	674	696	22	23	9	11	56	48	14	18
Male (03-04)	234	33226	100	99	491	493	44	42	17	18	26	24	13	16
African American (04-05)	22	3535	100	100	614	677	33	31	13	15	40	46	13	8
African American (03-04)	14	3042	100	98	465	478	71	58	29	19	0	17	0	6
Hispanic (04-05)	157	23363	98	100	678	680	24	32	15	16	54	45	7	7
Hispanic (03-04)	165	21740	96	100	481	475	55	63	14	17	26	15	4	5
Asian/Pacific Islander (04-05)	NC	1742	NC	99	NC	733	NC	8	NC	7	NC	46	NC	38
Asian/Pacific Islander (03-04)	NC	1643	NC	99	NC	519	NC	23	NC	13	NC	30	NC	34
American Indian/Alaskan Native (04-05)	NC	4785	NC	100	NC	671	NC	39	NC	17	NC	39	NC	5
American Indian/Alaskan Native (03-04)	NC	4351	NC	99	NC	472	NC	68	NC	16	NC	13	NC	4
White (04-05)	295	36421	99	99	695	714	14	12	8	8	61	54	17	26
White (03-04)	244	34819	100	99	502	505	29	27	19	20	33	31	19	22
Students with Disabilities (04-05)	68	7690	100	100	518	593	67	64	11	14	19	21	4	2
Students with Disabilities (03-04)	52	6507	100	100	469	456	71	83	21	9	7	6	0	2
Students without Disabilities (04-05)	417	62220	97	99	712	712	10	16	10	11	64	53	16	20
Students without Disabilities (03-04)	377	59427	100	100	493	494	41	41	17	19	30	25	13	16
Limited English Proficient Students (04-05)	32	5834	100	100	448	612	39	46	28	20	31	31	3	3
Limited English Proficient Students (03-04)	57	6793	100	100	468	464	77	79	12	11	12	8	0	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	NC	708	NC	NA	NC	469	NC	72	NC	15	NC	10	NC	3
Economically Disadvantaged (04-05)	143	21421	92	92	652	686	31	35	13	15	44	43	12	7
Economically Disadvantaged (03-04)	131	18745	NA	NA	481	475	58	64	17	16	21	15	4	5
Non-Economically Disadvantaged (04-05)	342	48489	100	100	699	704	12	15	9	10	64	52	15	23
Non-Economically Disadvantaged (03-04)	298	47182	NA	NA	497	499	34	35	17	19	32	27	16	19

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	483	71311	100	100	676	694	7	7	26	21	62	63	5	9
All Students (03-04)	433	68162	100	100	506	509	20	18	27	24	49	51	5	8
Female (04-05)	232	34328	99	100	689	700	4	5	22	19	69	66	5	10
Female (03-04)	202	33509	99	100	504	513	18	15	29	23	51	52	3	9
Male (04-05)	251	36430	100	100	663	688	9	9	30	22	55	61	5	8
Male (03-04)	231	34521	100	100	507	505	22	20	24	24	47	49	7	7
African American (04-05)	21	3573	100	100	598	676	6	9	44	26	50	60	0	4
African American (03-04)	12	3163	100	99	483	497	33	22	25	30	42	46	0	3
Hispanic (04-05)	158	24056	99	100	660	672	13	13	36	31	50	53	1	3
Hispanic (03-04)	175	22624	98	100	486	487	36	32	30	31	32	35	2	2
Asian/Pacific Islander (04-05)	NC	1731	NC	98	NC	717	NC	3	NC	13	NC	68	NC	16
Asian/Pacific Islander (03-04)	NC	1666	NC	100	NC	523	NC	11	NC	17	NC	60	NC	12
American Indian/Alaskan Native (04-05)	NC	5110	NC	100	NC	661	NC	14	NC	38	NC	46	NC	2
American Indian/Alaskan Native (03-04)	NC	4592	NC	100	NC	484	NC	32	NC	37	NC	30	NC	1
White (04-05)	293	36841	100	99	690	713	3	3	20	12	69	72	8	13
White (03-04)	240	35727	100	100	522	526	7	7	24	17	61	64	7	12
Students with Disabilities (04-05)	62	8021	100	100	507	590	20	27	60	42	15	29	5	1
Students with Disabilities (03-04)	54	6845	100	100	466	468	48	53	35	29	17	18	0	1
Students without Disabilities (04-05)	422	63379	99	100	701	707	5	5	21	18	69	68	5	10
Students without Disabilities (03-04)	379	61317	99	100	508	512	18	15	26	23	51	53	5	8
Limited English Proficient Students (04-05)	34	6402	100	100	437	596	34	25	50	44	13	30	3	1
Limited English Proficient Students (03-04)	62	7152	100	100	458	464	75	57	19	31	5	12	0	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	NC	745	NC	NA	NC	469	NC	51	NC	31	NC	17	NC	1
Economically Disadvantaged (04-05)	143	22243	92	93	637	677	12	14	43	32	41	51	3	3
Economically Disadvantaged (03-04)	147	19528	NA	NA	483	487	36	31	33	32	30	34	1	2
Non-Economically Disadvantaged (04-05)	341	49157	100	100	691	702	5	4	19	16	70	69	6	11
Non-Economically Disadvantaged (03-04)	286	48595	NA	NA	517	518	11	13	23	20	59	57	6	10

Buckeye Union High School District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 4

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
	480	70868	99	100	664	688	3	5	37	23	57	63	4	9
All Students (04-05)	429	67629	99	100	503	524	28	22	23	16	48	59	1	3
Female (04-05)	228	34710	97	99	680	697	2	3	30	19	64	66	4	12
Female (03-04)	200	33347	98	100	518	537	22	17	20	15	56	64	2	4
Male (04-05)	251	36176	100	100	649	678	3	7	43	27	51	59	3	7
Male (03-04)	229	34151	100	99	489	512	33	27	26	18	40	54	0	2
African American (04-05)	20	3557	100	99	594	675	0	7	33	25	67	62	0	6
African American (03-04)	12	3150	100	99	503	515	25	24	42	19	33	56	0	2
Hispanic (04-05)	157	23868	98	100	656	670	4	9	51	33	44	55	1	4
Hispanic (03-04)	172	22313	96	100	474	493	42	34	24	19	34	46	0	1
Asian/Pacific Islander (04-05)	NC	1732	NC	98	NC	713	NC	2	NC	12	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1659	NC	100	NC	564	NC	11	NC	12	NC	68	NC	9
American Indian/Alaskan Native (04-05)	NC	5001	NC	100	NC	661	NC	9	NC	41	NC	48	NC	2
American Indian/Alaskan Native (03-04)	NC	4528	NC	99	NC	492	NC	35	NC	21	NC	42	NC	1
White (04-05)	292	36710	100	99	673	702	2	2	30	15	63	69	5	13
White (03-04)	239	35593	100	99	523	547	18	13	21	14	59	69	2	4
Students with Disabilities (04-05)	62	7900	100	100	499	580	13	22	67	49	18	28	2	1
Students with Disabilities (03-04)	53	6712	100	100	404	445	65	61	20	18	15	21	0	0
Students without Disabilities (04-05)	418	63054	98	99	688	701	1	3	33	20	63	67	4	10
Students without Disabilities (03-04)	376	60917	98	100	508	530	26	19	23	16	49	61	1	3
Limited English Proficient Students (04-05)	34	6308	100	100	439	591	15	19	64	47	18	33	3	1
Limited English Proficient Students (03-04)	62	6994	100	100	411	442	74	58	18	18	9	23	0	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	NC	732	NC	NA	NC	466	NC	44	NC	23	NC	33	NC	0
Economically Disadvantaged (04-05)	143	21994	92	92	631	673	5	10	50	36	45	52	1	3
Economically Disadvantaged (03-04)	146	19310	NA	NA	468	489	42	35	26	20	32	44	0	1
Non-Economically Disadvantaged (04-05)	337	48960	100	100	677	694	2	3	32	18	62	67	5	12
Non-Economically Disadvantaged (03-04)	283	48278	NA	NA	521	538	20	17	22	15	56	65	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable D = District AZ = State

Buckeye Union High School District

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Buckeye Union High School District

	AZ LEARNS	NCLB	
School Name	LABEL ES	LABEL HS	AYP
Buckeye Union High School	N/A	Performing	Met
Estrella Foothills High School	N/A	Performing	Met
The Buckeye Academy	N/A	Performing	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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